**Lesson Plan # 4**

**Teacher:** Thomas Deal **Unit:** Cooperation and Conflict Native American Nations and the New

Settlers

**Grade Level:** 5  **Lesson:** 4

**Date of Lesson:** 12/ 03/14 **Duration:** 60 Minutes

**Students:** 27

***Content Standards:***

**S.S. - 5.3** Students will:

* 5SS3.e: Evaluate the influence and achievements of significant leaders of the time.

***Skill Standards:***

**S.S. - 7**: Students will:

* pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture

**ELA -** Word Recognition, Fluency, and Vocabulary Development

**Arts** - Discusses cultural implications historical works of art

**Learner Background:**

**Prior knowledge**

Students will have already outlined (graphic organizers) their previous research on their exhibition piece (people, artifacts photos, documents and map).

**Necessary skills**

* describe the different Native American tribes and nations
* the conflicts and cooperation among colonists, settlers, and Native Americans
* why these relationships existed
* proficient use of popplet (computer-assisted graphic organizer) use
* proficient use of computer skills (Word, PowerPoint, copy, cut paste)
* good/proficient knowledge on researching on the internet (phrasing questions/ reliable sources)

**Student Learning Objective(s):**

Students will be:

* able to create a deeper knowledge by posing relevant questions about on their museum exhibition piece (people, artifacts photos, documents and map)
* assemble and arrange their research for their museum exhibition piece for their audience
* prepare their exhibition pieces - (people, artifacts photos, documents and map) (group dependent)

**Assessment:**

* **Informal assessment**: Observation, questioning (Monitoring)
* **Formal assessment**: None

**Materials/Resources:**

|  |  |  |  |  |  |
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| Computers, iPads, Apple TV, Interactive Whiteboard, Textbook, Graphic Organizers, Hardcopies of text from websites, art supplies  Double click documents to OPEN | | | | | |
| Additional Resources |  |  |  |  |

**Teaching Model/Strategy**

The lesson will be done in whole class discussion then move into 9 – 3 member teams to provide for collaboration and peer tutoring amongst the students. Cooperative learning.

**Cognitive Thinking Skills Strategy**

Information Gathering:

* Sensing – seeing – ***(graphic organizer/Popplets)***

Basic Understanding:

* Organizing gathered information ***(graphic organizer/Popplet)***
* Forming concepts ***(broad to narrow graphic organizer/Popplet)***
* Linking ideas together ***(graphic organizer/Popplet)***

Productive Thinking:

* Using information and understanding ***(students sources based on their own research)***
* Creating, deciding, analyzing, evaluating ***(Performance Roles/Concepts)***

**Learning Activities:**

Students will now produce their portion of their museum exhibition. With graphic organizers from the past lesson and newer ones. Each group will analyze their exhibition piece and how it is related to the enduring understanding. What aspects of their piece contributed to the contributions and achievements of the early Americans? Also, they will analyze and determine how the Native Americans adapted and utilized geographic resources to meet their basic needs; sequencing events in Native American migration and settlement

**Initiation:**

Using the interactive whiteboard and the graphic organizer (Broad to Narrow), model how a broad topic such as a historical map can be narrowed through the use of “reporters’ questions”: who, what, when where, why. Give two examples for each “w” and show them how to “mix and match selections” to get good questions and narrow the topic. Students should give at least three questions about the broad topic provided or the broad topic they have been researching for their exhibition piece.

**Lesson Development:**

*Whole class*

* Review the tasks for their museum exhibition project
* Groups are already formed by collaborating on their project the previous lesson, grouping is according to artifacts, person, documents, documents or map
* 2 groups – historical persons; 4 groups – artifacts/ photos; 2 – documents; 1 map
* Give each team a blank handout to complete. Display on interactive white board. As a class will do one example (guide practice). Students should give at least three questions about their exhibition piece they have been researching. Have each student write their results.  Collect the questions.
* Talking points:
* Don’t ask the same question twice
* Be patient as this can take time
* Students will continue to add to their journal book/ popplet/ graphic organizers (student choice)
* Keep the focus on the content of the exhibition piece (broad to narrow)
* Support if necessary - monitoring
* Deliver and display the 3 item questionnaire that will be used by assess their piece (See additional resources box)
* Explain this simple rubric that they, the adults and other students will use and complete one on the interactive white board as demonstration
* Deliver and display the Group Role Player assignment sheet (See additional resources box)
* One group will be selected for guided practice on choosing assignments

*Small group* –

* Groups will continue to collaborate
* Groups will choose, vote on their exhibition role play
* Students will use their iPads for further research and/or popplet
* Students’ utilized their graphic organizers to narrow their investigation about their piece as demonstrated and modelled in whole class portion of the lesson. See additional resources box
* Provide use of popplet and previous graphic organizers (biographical, map, photo & document, task scheduler) to scaffold this task
* Students will begin asking all questions and filling out their organizers related to their exhibition piece either on their computers or hardcopy (students choice)
* Allow the students an ample amount of time to research each portion of their organizers and use these to compile additional material of importance – more in-depth than last week
* We will use a modelling and demonstration for one topic e.g. photo graphic organizer (popplet)
* Reinforcement of these concepts (PowerPoint)
* Monitoring will be utilized for each groups’ work, checking for understanding by questioning their questions to narrow information down , prompting for more, deeper information, visual assessment of tasks

**Closure:**

* 3 questions they “asked” in relationship to their exhibition piece that may be asked during a museum visit (focus on narrowing questions).

**Individuals Needing Differentiated Instruction**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Kono** | 1.– Has a harder time comprehending reading text when a computer screen is utilized  2. Past online reading comprehension scores compared to text reading comprehension scores | 1. No accommodations due to lesson procedures (no online reading at this time); all material has been printed out in previous classes |
| **Yugo** | 1. Provide more rigor in content areas  2. Past performance on a number of task in all content areas; little to no focus when not engaged | 1. model forming 2 questions for entire class 2. assist Koya (ELL) to transform complicated questions in more understandable form   Tutor - Peer |
| **Koya** | 1. ELL – English Language Learner  2. ESL assessment testing  (Reading = Beginner; Listening = Proficient  Writing = Beginner; Speaking = Proficient) | 1. will be paired with Yugo (who will assist in breaking down complicated questioning into simpler, more understandable questions)   Peer - Tutored |